

Welcome!

A • The carpet

Topic

James, Alice and Gary help to clear out an attic in James' new house. They find an old carpet with a special screen and control panel. When they sit on the carpet, Laya appears and tells them that she is from Planet Zoon. She explains that the carpet can take them to her planet if they read six messages in code and find six special control cards but that they cannot return home if they fail to find the cards. James, Alice and Gary have ten seconds to decide if they want to go on this adventure.

Aims

- To revise language from *Primary Colours 4*.
- To introduce the characters: James, Alice, Gary and Laya.

Language

Revision

I have to tidy it first.

New language

attic, carpet, code, card, fail, message, press, real, serious, strange

What you need

- Cassette / CD and player.

Note: Please take some time to read the Introduction and the sections at the back of this Teacher's Book before you start using the teaching notes so that both you and your pupils can get the most out of the course.

Times: The times suggested are very approximate. Do not worry if your class takes more or less time for each activity.

Before you begin

The *Welcome!* sections revise some of the key structures from *Primary Colours 4*: present simple with adverbs of frequency, the infinitive of purpose, and *going to*. If you used *Primary Colours 4*, ask the pupils if they can remember the names of the characters, where they went and some of the adventures they had. You could also sing one of the songs from *Primary Colours 4* before continuing with the activity below.

If some of the pupils haven't used *Primary Colours 4*, you can go straight into the following activity.

Allow some time for the pupils to look through the book so that they can see what they will be doing.

Some ideas:

- Ask them to choose a picture which they particularly like or a story which looks particularly interesting.
- Divide the class into six groups and assign each group a main unit. Ask the pupils to tell the class four things about their unit, for example the title of the song in the A section, where the story takes place in either the A section or the C section, the title of the D section and the topic of the project in the D section.

Answer key and your notes

PUPIL'S BOOK pages 4 and 5

- 1 Meet some people from *Primary Colours 5*. What can you say about each person? 6 minutes

PURPOSE To introduce pupils to the characters and to stimulate the use of previously learnt vocabulary.

First, as a class, ask pupils to look at the picture of James. Encourage pupils to talk about him. They may say sentences such as *He is smiling.* / *He likes football.*

PAIRWORK Then ask pupils to work in pairs or threes and talk about the pictures of the other characters. Go round and help and then collect some of the sentences on the board.

Further practice: Activity Book Exercises 1 and 2.

A • The carpet

2 Think. Say the names. 5 minutes

PURPOSE For pupils to find out more about the characters before reading the story and to practise the present simple and past simple. Pupils work alone or in pairs to read and identify the characters.

3 What's new in your life? Tell the class. 7 minutes

PAIRWORK Give the pupils some time to think about what they can say about themselves and their family. They can first then work in pairs to tell each other their news. They then work in fours and tell the class. If you have a large class, it may be more useful to continue in groups.

Further practice: Activity Book Exercise 3.

4 Read and listen. What do the children have to decide? 15 minutes

PURPOSE To introduce pupils to the beginning of the story.

LISTENING TO THE STORY Allow time for pupils to look at the pictures and to read the text silently. Play the recording all the way through once and then again pausing between each frame. Ask the class to point to James, Gary, Laya and Alice.

Ask pupils to tell you the answer to the question *What do the children have to decide?* (If they want to press the 'Start' button and go on the adventure.)

Ask pupils whether they think it is a good idea to press the button.

New vocabulary: If pupils are not certain of a word, ask the class to make suggestions first before you provide the answer.

Further practice: Activity Book Exercise 4.

Extra ideas: We have suggested extra ideas in each section. Some of these are whole class activities and some are designed for pupils who have finished a task before the others in order to give time for the slower pupils to 'catch up'. They are often suitable for inclusion in each pupil's **portfolio**. See **A-Z: Portfolios** on page 89.

EXTRA IDEA Ask pupils to design their own magic carpet. They can draw it on paper or on a computer and then add different controls.

5 What can you see in James' attic? Look at the pictures for one minute. Close your book and write a list. 10 minutes

This activity may work better in a large class if you do it in groups. Allow one minute for each group to look at the pictures and then to close their books and write down as many words as they can.

Further practice: Activity Book Exercises 5 and 6.

6 Sing a song. I've got a room in my house ... 10 minutes

The words for all the songs are on Pupil's Book pages 62–63. The songs in *Primary Colours 5* occur twice on the recording: once with the words sung and once as a karaoke version.

Answers

2 Laya 3 James 4 Alice 5 James 6 Gary
 7 Alice 8 Laya 9 Alice 10 James 11 Laya
 12 Gary

Answers

carpet a bike a book tables a lamp
 clothes hats a sofa a computer boxes
 a fridge an umbrella

A • The carpet

Answers

P	L	R	D	B	I	K	R
W	A	E	A	M	W	E	E
E	Y	O	E	N	E	K	N
L	L	U	S	L	K	T	O
C	H	O	T	A	P	U	W

2 talk 3 bike 4 new 5 house
 6 know ... well 7 read

Answer

computer

Answers

Sam: 2, 4, 7, 11
 Lucy: 3, 6, 8, 10
 Jack: 1, 5, 9, 12

Answers

2 Gary 3 James' parents 4 Alice and Gary
 5 James 6 Alice 7 Laya
 8 the children / Alice, James and Gary

Answers

2 = d 3 = a 4 = c 5 = b

Play the recording once or twice so the pupils familiarise themselves with the tune while they read the words. In previous levels, pupils have been encouraged to do some actions with the words, but at this age, many pupils may feel too old for TPR. Encourage pupils to join in with the recording. You could divide the class into two groups to sing alternate verses. Then swap verses so that everyone practises the different length lines as the song builds up.

The pupils can then work with the karaoke version, either with the same words as before or building up their own list of three items.

EXTRA IDEA The pupils could record their new version on tape or their MP3 players and put this in their **portfolio**. Pupils who play a musical instrument such as the piano or guitar could add an accompaniment.

See also **A-Z: Songs** on page 91.

ACTIVITY BOOK pages 4 and 5

Note: If the children use the Activity Book at home, it is important to look at the exercises with them in class first.

1a Find the words. The letters can go down, up and across. **10 minutes**

Pupils find the words in the puzzle.

1b Look at the other letters. Make a word. It's something that you can see on page 4 of your Pupil's Book. **3 minutes**

Pupils make a word from the other letters.

2 Read the sentences. Four of them are about Sam, four are about Lucy and four are about Jack. Match them with the correct picture. **10 minutes**

Pupils read and match four sentences with each picture.

3 What's new in your life? Write sentences. **10 minutes**

Pupils write short sentences about what is new in their life.

4 Look at page 5 in your Pupil's Book. Answer the questions. **10 minutes**

Pupils read the story again and answer the questions.

5 Match the questions and the answers. **7 minutes**

Pupils match the questions with the answers.

6 Imagine you are in the attic. Are you going to press the *Start* button? Answer the questions. **10 minutes**

Pupils answer the questionnaire. Their answers are personal and the purpose of the questionnaire is to generate interest in the story.

B • Language time

Aims

- To practise the grammar and vocabulary from section A.
- To revise / introduce adverbs of frequency with the present simple.
- To revise / introduce *going to*.

Language

Revision

Adverbs of frequency with the present simple
 going to

New language

made of ... cardboard, cloth, glass, metal, paper,
 plastic, rubber, wood
 heavy, light, rectangular, round, square

What you need

- Cassette / CD and player.
- Copies of Cut-outs 1 and 2 (pages 127 and 128) for the Activity Book English Control Panel.

English Control Panel: At the end of this B section in the Activity Book, we suggest that the pupils make an English Control Panel, which they will use throughout the course. The purpose of this is for the pupils to make a record of their learning in which they write some important sentences showing the new words and new grammar from each unit. They can use this to help them revise, and they can also look back at it when they reflect on their learning in the evaluation section in each Revision Unit (see page 28). You can check that each pupil has included the key structures but also allow them the freedom to add their own words and sentences so that they feel that their English Control Panel is unique and personal. You may want to leave some time for the pupils to make their booklet in class, so that you can check that everyone has done it.

If anyone in the class didn't use Primary Colours 4 (or if the class didn't make a Time Travel Journal), you can also take the opportunity to explain that this will help them understand the new vocabulary and grammar from each unit. You may also like to make an English Control Panel first so that the pupils can see what it looks like. See **A-Z: English Control Panel** on page 82.

PUPIL'S BOOK pages 6 and 7

- 1a** Read about James and Alice. What are their answers to the questions? Write 'always', 'usually', 'sometimes' or 'never'. **12 minutes**

PURPOSE To practise adverbs of frequency.

Allow time for the pupils to read the text and to complete the questionnaire.

PAIRWORK They can then ask and answer the questions in pairs – one answering as James and one answering as Alice. If you prefer, encourage them to use full sentences: *Yes, I (often) ... or No, I (never) ...*

- 1b** Work with a friend. Ask and answer. **8 minutes**

PURPOSE To practise speaking with adverbs of frequency.

PAIRWORK Pupils work in pairs and ask and answer the questions.

Further practice: Activity Book Exercises 3 and 4.

Answer key, tapescript and your notes

Answers

James: 2 always 3 never 4 sometimes
 5 never 6 usually
 Alice: 1 usually 2 never 3 always 4 never
 5 always 6 never

B • Language time

Answers

Amy's dad is going to put up some shelves.
 He's going to put the TV on the shelves. = e, f
 Amy's auntie is going to give them a sofa. = d
 Amy's brother is going to make some curtains. = a
 Amy is going to clean the floor and the walls. = b

2  Listen. Amy is talking to Max about her family's living room. Match the people and the things. What are they going to do? **8 minutes**

PURPOSE To practise listening intensively and to practise *going to*.

Allow time for pupils to look at the pictures first. Ask them to say what they can see. Then play the recording. Pupils match the people with the pictures, either by drawing lines in their books or by writing the correct names and letters in their exercise books.

Go through as a class afterwards eliciting sentences with *going to* as in the model.

Tapescript

Amy: Hi, Max. Come in. Look at this!

Max: What! What's happening here?

Amy: We're going to change the living room. My mum's going to paint the walls. Then my dad's going to put up some new shelves. He's going to put the TV on the shelves. You can see the wood there.

Max: Oh yes, I see.

Amy: Then my mum and dad are going to get a new sofa.

Max: Wow! That's a lot of money.

Amy: No, not really. It's not really new. My auntie is going to give us her old one!

Max: OK. What about the curtains? You haven't got any curtains.

Amy: My brother is going to make some curtains. That's what he **says!**

Max: Well, that's a big job.

Amy: Yes, I think so, too.

Max: Amy, what are **you** going to do?

Amy: Well ... I'm going to watch them and then I'm going to sit on the sofa and watch TV!

Max: Ha, ha! Amy, you're lazy!

Amy: Ha ha! No, I'm going to clean the floor and the walls before my mum paints them. Look, those are **my** things there. Do you want to help?

Max: Er, erm. What time is it? Oh no, I've got to go!

Further practice: Activity Book Exercise 1.

3a Work with a friend. Look at the picture of James' attic. Take it in turns to describe things for your friend to find. **8 minutes**

PURPOSE To practise speaking and to practise shape, colour and materials vocabulary.

PAIRWORK Pupils work in pairs and take it in turns to choose an item in the attic. They describe the item using words from the box for their partner to guess what it is.

3b Match the descriptions with things in James' attic. **5 minutes**

Pupils work individually and find things which match the descriptions.

3c Write more descriptions for your friend to guess. **10–15 minutes**

PURPOSE To practise writing and to practise shape, colour and materials vocabulary.

Pupils choose other items and write similar descriptions.

PAIRWORK They exchange their descriptions with a partner and find the items in the picture.

Further practice: Activity Book Exercise 2.

Answers

1 a sofa 2 a door 3 a fridge 4 a book